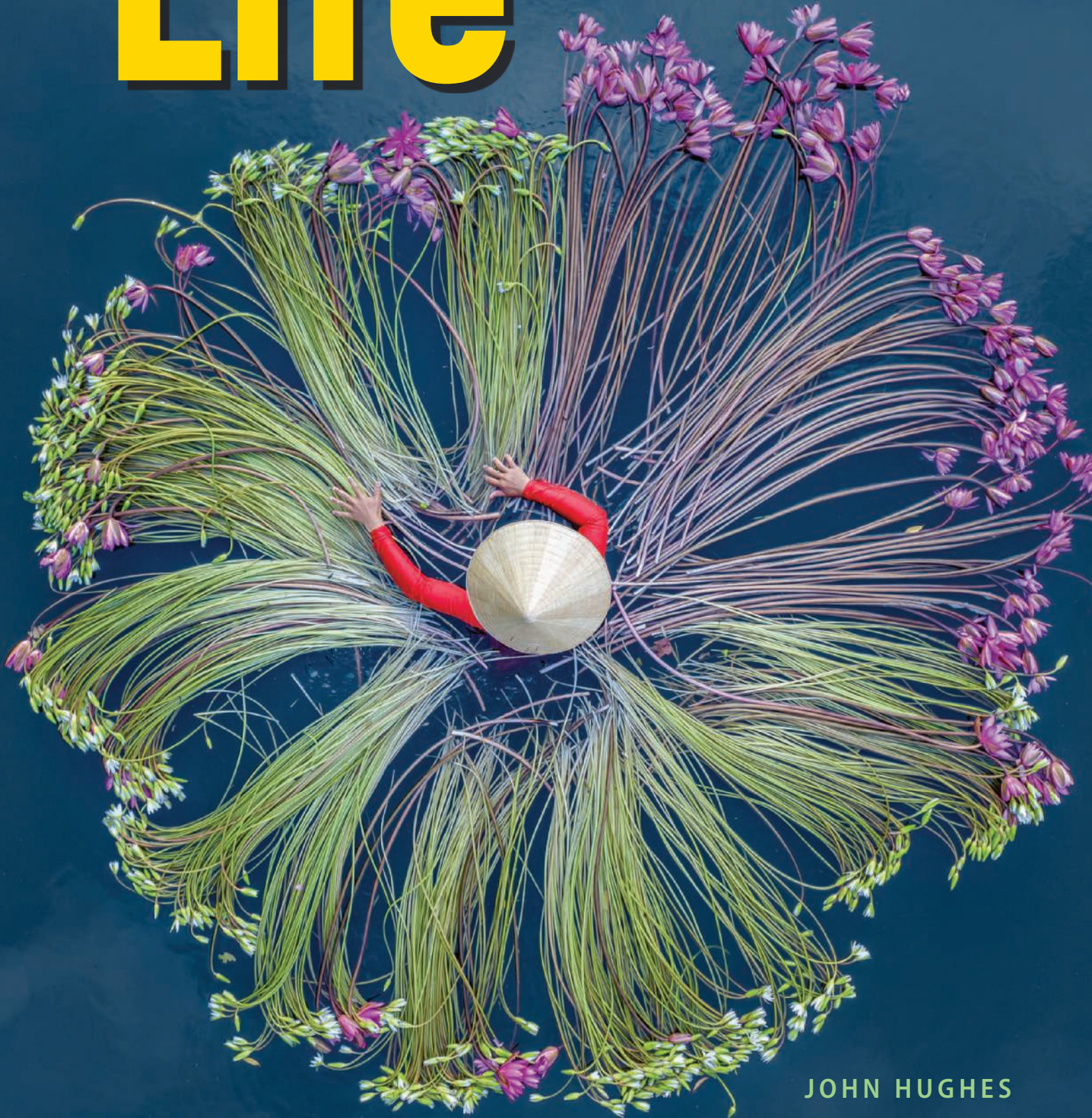


THIRD
EDITION

Life



JOHN HUGHES
HELEN STEPHENSON
PAUL DUMMETT

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ON THE COVER

A Vietnamese woman picks water lilies floating in a circle on the Mekong River in Mekong Delta, Long An, Vietnam. Annual floods bring nutrients that help these flowers grow. They are edible and are sold at markets across Southeast Vietnam.

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Life

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EDITION

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Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>1</p> <p>Lifestyle pages 9–20</p> <p>Review page 20</p>	present simple and adverbs of frequency; present simple and present continuous	everyday routines wordbuilding: collocations with <i>do</i> , <i>play</i> , and <i>go</i> word focus: <i>feel</i> medical problems	talking about illness	/s/, /z/, or /ɪz/; one or two syllables?	someone talking about a skydiver; a radio interview about long life; listening for the main topics
<p>2</p> <p>Competitions pages 21–32</p> <p>Review page 32</p>	verbs for rules; <i>-ing</i> form	sports wordbuilding: suffixes word focus: <i>like</i>	talking about interests	consonant clusters; silent letters	someone describing an Ironman competition; three people talking about competitive sports; understanding a speaker's opinion
<p>3</p> <p>Transportation pages 33–44</p> <p>Review page 44</p>	comparatives and superlatives; <i>as ... as</i> ; comparative modifiers	transportation nouns; wordbuilding: compound nouns; transportation adjectives; word focus: <i>understand</i> ; taking transportation	going on a journey	<i>than</i> ; sentence stress; intonation	someone talking about coco-taxis in Cuba; two people comparing modes of transportation; a documentary about animal transportation; predicting the content of a listening
<p>4</p> <p>Challenges pages 45–56</p> <p>Review page 56</p>	past simple; past continuous and past simple	personal qualities wordbuilding: verbs and nouns	telling a story	/d/, /t/, or /ɪd/; <i>was/were</i> ; intonation for responding	a caver talking about his hobby; a story about an impossible decision; understanding time references in a story
<p>5</p> <p>The environment pages 57–68</p> <p>Review page 68</p>	quantifiers; articles	recycling; wordbuilding: large numbers; word focus: <i>take</i>	communicating about an order	/ðə/ or /ðiː/; sounding friendly	a documentary extract about an artist who uses recycled objects; a podcast about environmental projects; understanding large numbers
<p>6</p> <p>Stages in life pages 69–80</p> <p>Review page 80</p>	infinitives; future forms	describing age; celebrations; word focus: <i>get</i> ; wordbuilding: synonyms	inviting, accepting, and declining	/tuː/ or /tə/; contracted forms; emphasizing words	someone talking about the differences between generations; a news item about Mardi Gras; listening to infer meaning

Reading	Critical thinking	Speaking	Writing	Video
a questionnaire about how well you sleep; an article about centenarians; an article about how nature is good for you	giving examples	talking about your habits and your current life; discussing how to make lives healthier; discussing your local park	a form; filling out forms	<i>Your local park</i> ; visual literacy: contrast
an article about two unusual sports; an article about female wrestlers in Bolivia	reading between the lines	explaining the rules for a competition; talking about your opinions about sports; your opinions on sports events; talking about clubs and memberships; describing a festival	an ad or notice; checking your writing	<i>Mongolian horse racing</i> ; visual literacy: personal response
an article about future transportation solutions; an article about empathetic car design	cause and effect	talking about everyday journeys; giving travel advice; designing a bike tour; discussing renewable energy near you	a short report; summarizing results	<i>Electric planes: the next great challenge</i> ; sustainable life: affordable and clean energy
an article about adventurers; an article about the Rubik's Cube	looking for evidence	describing your partner's past; talking about events you remember; discussing challenges; telling a story; presenting an illusion	a short story; structuring your writing	<i>What do you see?</i> ; visual literacy: illusions
an article about Lillygol Sedaghat, an environmental storyteller; an article about the <i>Plastiki</i> (a boat made of plastic bottles)	close reading	discussing your trash; a general knowledge quiz; changing behavior; planning a presentation	formal emails; using formal language	<i>The Earth's rainforests</i> ; visual literacy: presentation slides
an article about how a family changed their life; three blog posts about coming-of-age ceremonies	analyzing the writer's view	planning the trip of a lifetime; planning a celebration; describing annual events; formal and informal events	a description; using descriptive adjectives	<i>Married for 88 years</i> ; sustainable life: good health and well-being

Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>7</p> <p>Work</p> <p>pages 81–92</p> <p>Review page 92</p>	present perfect and past simple; present perfect with <i>for</i> and <i>since</i> ; prepositions of place and movement	wordbuilding: suffixes in job words; parts of a building; word focus: <i>make</i> or <i>do</i> ; job ads	a job interview	intrusive /w/	someone talking about an astronaut; two people giving instructions; listening for prepositions of place and movement
<p>8</p> <p>Technology</p> <p>pages 93–104</p> <p>Review page 104</p>	zero and first conditional; defining relative clauses	computers and the internet; wordbuilding: dependent prepositions; instructions	finding out how something works	linking	someone talking about how BearID works; a science program about a new invention; understanding information from different sources
<p>9</p> <p>Products</p> <p>pages 105–116</p> <p>Review page 116</p>	the passive (present and past simple); <i>used to</i>	wordbuilding: word forms; describing design; word focus: <i>stuff</i> or <i>thing</i> ; websites	giving your opinion	stress in different word forms; /s/ or /z/	a documentary about Valentine's Day; a podcast about classic designs; listening for connected sounds
<p>10</p> <p>Vacations</p> <p>pages 117–128</p> <p>Review page 128</p>	past perfect simple; subject questions	vacation collocations; wordbuilding: <i>-ed</i> / <i>-ing</i> adjectives; word focus: <i>place</i>	requesting and suggesting	'd; number of syllables; /dʒə/	three people talk about their vacations; an interview with a tour guide; predicting the missing information in a text
<p>11</p> <p>History</p> <p>pages 129–140</p> <p>Review page 140</p>	reported speech; reporting verbs (<i>say</i> and <i>tell</i>)	wordbuilding: verb + preposition; communication; ancient history; word focus: <i>one</i>	giving a short presentation	pausing	a historian talking about Scott's Hut in Antarctica; a news story about a message in a bottle; understanding the key parts of a story
<p>12</p> <p>Nature</p> <p>pages 141–152</p> <p>Review page 152</p>	second conditional; <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather; nature; word focus: <i>too</i>	finding a solution	<i>would / wouldn't / 'd</i>	a documentary about storm chasers; a documentary about a photographer; listening for detailed information

Reading	Critical thinking	Speaking	Writing	Video
an article about influencers; an article about workplace environments	evaluating conclusions	describing past experiences; giving directions; discussing job satisfaction; practicing for a job interview	a résumé; leaving out words in résumés	<i>My working life</i> ; visual literacy: job ads
an article about two explorers; an article about biomimetics	a writer's sources	planning a trip; designing an invention for everyday life; discussing important inventions; talking about technology in jobs	a paragraph; connecting words	<i>How does your robot feel today?</i> ; visual literacy: facial expressions
an article about famous logos; a blog post about people wanting less "stuff" in their lives	fact or opinion?	talking about famous products; talking about things you used to do in the past; using less stuff; planning a new website; discussing innovation	a review; giving your opinion	<i>Daniela Blanco's innovative idea</i> ; sustainable life: infrastructure, industry, and innovation
two vacation stories; a short review and article about citizen guides	a writer's purpose	telling a story about a vacation; planning a vacation; presenting a place you know; sharing tourist info; planning a microadventure	an email reply; formal and informal expressions	<i>A microadventure</i> ; visual literacy: infographics
a timeline showing the history of video gaming; an article about historical objects	emotion words	talking about games; a museum in your town; a presentation on a historical place; sending a message	a biography; punctuation in direct speech	<i>The Golden Record</i> ; visual literacy: signs and symbols
an article about a science blog; an article about AI and nature photography	close reading	talking about hopes and dreams; questions with <i>any</i> ; discussing AI and nature; talking about water near you	an article; planning an article	<i>Measuring mangroves</i> ; sustainable life: life below water

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Life Third Edition takes you around the globe, learning about new people, places, and ideas. As well as exploring topics that keep you engaged, the content also has universal themes which keep the events relevant to your lives and times.



UNIT 1

- Skydiving in the Netherlands
- Okinawa's secrets to a long life
- Health and nature around the world
- Out and about in New York City



UNIT 2

- The rules of underwater hockey and kabaddi
- Competitive sports in schools
- Female wrestlers in Bolivia
- Mongolian horse racing



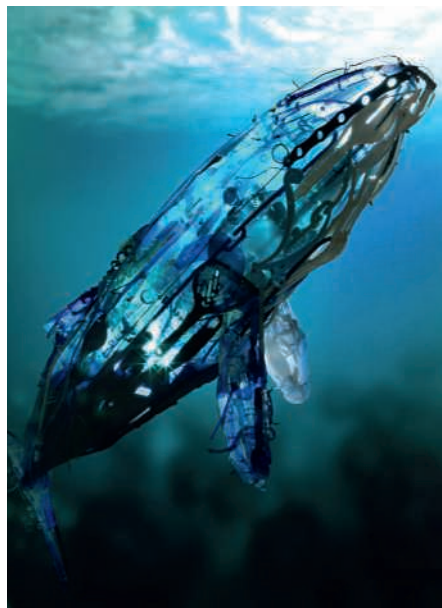
UNIT 3

- Coco-taxis in Havana
- Future transportation solutions
- A documentary about animal transportation
- A suit that teaches empathy



UNIT 4

- Adventurers of the year
- An impossible decision
- The history of the Rubik's Cube
- Exploring visual illusions



UNIT 5

- A story about a National Geographic podcaster
- The Great Green Wall in Africa
- A boat made of bottles
- Protecting the Earth's rainforests



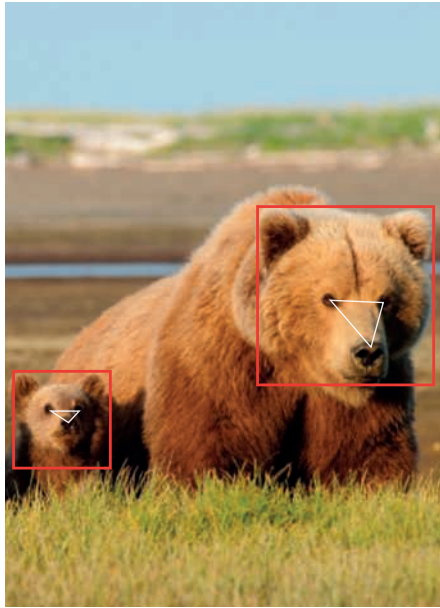
UNIT 6

- Driving around the world
- Mardi Gras in New Orleans
- Coming of age in the Philippines, Ethiopia, and Japan
- A couple with a special story



UNIT 7

- The International Space Station
- Exploring the job of an influencer
- An X-ray photographer
- Modern designs in the workplace



UNIT 8

- A software called "BearID"
- The twin explorers using tech
- A global invention
- How nature inspires design



UNIT 9

- Valentine's Day in Saudi Arabia
- Logos around the world
- Products with classic designs
- An innovative idea



UNIT 10

- World travelers: work and play
- The rise of the "Citizen Guide"
- The Tarxien Temples in Malta
- A microadventure in Croatia



UNIT 11

- A one-hundred-year-old hut
- The history of video gaming
- The world's oldest message in a bottle
- The ancient history of Abu Sir al Malaq



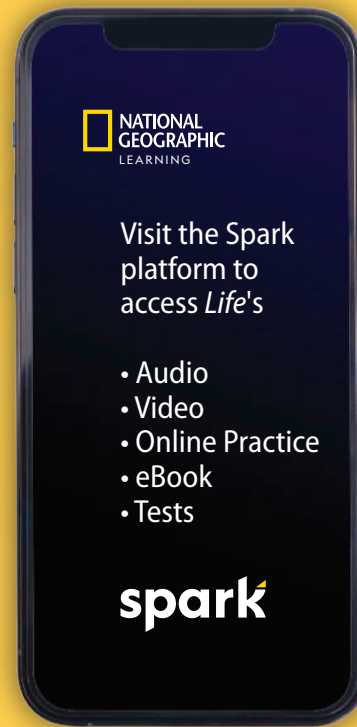
UNIT 12

- Extreme weather around the world
- Nature in one cubic foot
- Exploring AI and photography
- Measuring mangroves in La Paz

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Arnold Camfferman skydiving above the Netherlands

UNIT GOALS

- 1a** • use the present simple and adverbs and expressions of frequency
 - talk about everyday routines
- 1b** • use the present simple and present continuous, and listen for the main topic
 - use collocations with *do*, *play*, and *go*
- 1c** • read about the benefits of nature, and learn about giving examples
- 1d** • talk about illness and give advice
- 1e** • fill out a form with personal information
- 1f** • watch a video about people in a park, and discuss your local park

- 1** Work in pairs. Look at the photo and read the caption. Discuss the questions.
 - 1 What kind of person do you think Arnold Camfferman is?
 - 2 Would you like to try skydiving?
- 2**  **1.1** Listen to someone talking about the photo. Answer the questions.
 - 1 What does Arnold do to stay healthy?
 - 2 How often does he go skydiving?
 - 3 What is Arnold's advice for a long and happy life? Do you agree with him?
- 3** Work in pairs. Look at the free-time activities. Discuss the questions below.

cook a meal	chat on social media	go for long walks
do sports	play video games	play a musical instrument
read books	watch videos	spend time with family and friends

- 1 Which activities do you often do? Why?
- 2 Which are good for a healthy lifestyle?

I often go for long walks because it's relaxing and it helps me to study. I also think it's good for a healthy lifestyle.

I usually need eight hours

Vocabulary everyday routines

1 Work in pairs.

a Match the two parts of the expressions for everyday routines.

- | | | |
|----------------|-------------------|------------------|
| 1 get home | <u> b </u> | a asleep |
| 2 get up about | <u> </u> | b late |
| 3 do | <u> </u> | c hours |
| 4 work long | <u> </u> | d break |
| 5 take a | <u> </u> | e TV |
| 6 wake up | <u> </u> | f exercise |
| 7 watch | <u> </u> | g early |
| 8 stay up | <u> </u> | h tired |
| 9 feel | <u> </u> | i until midnight |
| 10 fall | <u> </u> | j eight |

b Describe your typical day using some of the expressions.

I often get home late ...

Reading

2 Read the questionnaire “How well do you sleep?” and choose your answers (A, B, or C). Turn to page 153 and find out what your answers say about you. Tell your partner.

Grammar present simple and adverbs of frequency

3 Match the sentences (1 and 2) with their uses (a and b).

- | | |
|---|---|
| 1 I work hard and sometimes get home late. | a to talk about things that are always true |
| 2 The average human needs around eight hours of sleep per night. | b to talk about habits and routines |

PRESENT SIMPLE

I/you/we/they sleep

he/she/it sleeps

I/you/we/they don't sleep

he/she/it doesn't sleep

Do I/you/we/they sleep ... ?

Does he/she/it sleep ... ?

For more information and practice, see page 156.

nap (n) /næp/ a short sleep during the day

1.2

How well do you sleep?



1 Do you often feel tired during the day?

- A No, I never feel tired.
B I sometimes feel tired.
C All the time! I'm always ready for bed.

2 How many hours do you usually sleep at night?

- A Between seven and eight hours.
B More than eight. I rarely stay up late.
C Fewer than seven.

3 Before I go to bed, I often:

- A relax and watch TV or read a book.
B do some physical exercise.
C stay up late and prepare for the next day.

4 On the weekend, I:

- A usually sleep the same amount as any other day.
B sometimes sleep for an extra hour or two.
C always sleep until midday! I never get up early.

5 How often do you wake up in the middle of the night?

- A I never wake up before morning.
B I rarely wake up more than once, and I usually fall asleep again quite quickly.
C Two or three times a night.

6 Are you often tired at work?

- A No, I'm never tired at work.
B Sometimes, so I take a nap after lunch.
C Always! That's because I work long hours and get home late.

4 Look at the grammar box. Complete the article about sleep with the present simple form of the verbs.

Why¹ do we sleep (we / sleep)?

From birth, we² (spend) a third of our lives asleep, but scientists still³ (not / know) exactly why.

Why⁴ (we / have) problems sleeping?

In modern society, many adults⁵ (not / get) the seven or eight hours of sleep we need every night. We often⁶ (work) long hours and we rarely⁷ (go) to bed early.

Why⁸ (we / sleep) differently?

It⁹ (depend) on the time of year and also our age. Teenagers usually¹⁰ (need) more sleep than adults. Lots of elderly people¹¹ (not / sleep) longer than four or five hours at night, but they often¹² (take) naps during the day.

5 Pronunciation /s/, /z/, or /ɪz/

a 1.3 Listen to the endings of these verbs. Is the sound /s/, /z/, or /ɪz/?

- | | |
|-----------------------------|-----------------------|
| 1 feels /s/ <u>/z/</u> /ɪz/ | 5 goes /s/ /z/ /ɪz/ |
| 2 needs /s/ /z/ /ɪz/ | 6 dances /s/ /z/ /ɪz/ |
| 3 watches /s/ /z/ /ɪz/ | 7 does /s/ /z/ /ɪz/ |
| 4 sleeps /s/ /z/ /ɪz/ | 8 works /s/ /z/ /ɪz/ |

b 1.3 Listen again and repeat the verbs.

6 Work in pairs. Discuss the questions.

- 1 What time do you and your friends normally get up? How late do you stay up?
- 2 Does anyone in your family ever take a nap in the afternoon?

7 Look for and underline adverbs of frequency in the questionnaire “How well do you sleep?” Then write the missing adverbs below (1–3).

always	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
usually	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
not often	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
rarely	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

ADVERBS and EXPRESSIONS OF FREQUENCY

She's **usually** late for work.
I **often** wake up at seven.
Do you **often** wake up in the night?
She wakes up **two or three times a night**.
Every month, I visit my grandparents.

For more information and practice, see page 156.

8 Look at the grammar box above. Choose the correct option to complete the rules.

- 1 An adverb of frequency goes *after* / *before* the verb *be*, but it normally goes *after* / *before* the main verb.
- 2 An expression of frequency (e.g., *twice a week*) usually goes either *at the beginning* / *in the middle* or at the end of a sentence.

9 Put the adverb or expression of frequency in parentheses in the correct place in the sentences. Sometimes there is more than one correct answer.

- always*
- 1 My brother always plays tennis on Saturday mornings. (always)
 - 2 We go to the movies. (about once a month)
 - 3 I take a bus to school. (every day)
 - 4 She is at home in the middle of the day. (rarely)
 - 5 They go on vacation. (twice a year)
 - 6 Are you late for work? (often)

Speaking my life

10 Work in pairs. Take turns asking questions with *How often ...?* and answer using an adverb or expression of frequency. Use these ideas:

- take public transportation
- be late for school or work
- be stressed at school or work
- check social media
- go on vacation

A: *How often do you eat out?*
B: *About once a month.*

11 Work in groups. Write five questions for a lifestyle questionnaire. Begin the questions with *How often ...?*, *Are you often ...?*, or *Do you often ...?* Offer three answer choices (A, B, and C).

How often do you take public transportation?
A *Every day*
B *Two or three times a week*
C *Rarely*

12 Now work with another group and ask your questions. What do their answers say about their lifestyles?

What keeps them healthy?

Wordbuilding collocations with *do*, *play*, and *go*

- 1 Who is the oldest person you know? How healthy is their lifestyle?

My grandfather is the oldest person I know. He's 83 and has a healthy lifestyle because he still does exercise. He goes walking and plays golf.

- 2 Look at the wordbuilding box. Then complete the article below with the verbs *do*, *play*, and *go*.

WORDBUILDING collocations with *do*, *play*, and *go*

When we talk about free-time activities, we often use certain verbs with certain nouns. These are called collocations.

do exercise

go walking

play golf

do gardening

go cycling

play games

- 3 Match these activities with the verbs in the chart to make collocations. Use a dictionary if necessary. Then think of one more activity for each verb.

camping	cards	hiking
homework	horseback riding	karate
nothing	the piano	running
soccer	tennis	yoga

Do	Go	Play
	<i>fishing</i>	

- 4 Work in pairs. Talk about people you know using the collocations in the chart.

My brother does karate. He's really good at it!

1.4

THE SECRETS OF A LONG LIFE



The island of Okinawa in Japan has a high number of centenarians—men and women over the age of one hundred. What are some reasons for their long life? They ...

- 1 fishing and eat what they catch.
- 2 a lot of gardening and grow their own fruit and vegetables.
- 3 cycling and never drive when they can walk.
- often spend time with friends. They meet at people's houses and 4 games.
- rarely 5 shopping for food in supermarkets.
- 6 regular exercise, 7 golf, 8 swimming, and lead active lives.

Listening

5 **1.5** Listen to part of a radio interview with photographer David McLain. Check (✓) the topics the speakers talk about.

- | | |
|--|-------------------------------------|
| 1 <input type="checkbox"/> how long men and women live | 3 <input type="checkbox"/> sleep |
| 2 <input type="checkbox"/> family life | 4 <input type="checkbox"/> food |
| | 5 <input type="checkbox"/> exercise |

6 **1.5** Listen again and complete the sentences with three words.

- No one knows why some people live longer than others.
- David McLain is traveling to places with large numbers of people aged a
- In Sardinia, men live to the same
- Research shows that in countries where people live longer,
- The younger generation in Sardinia are eating more
- Young people are doing less exercise because

7 Work in pairs. Think about the lifestyle of people where you live. Is it similar to the lifestyle in Sardinia? Discuss these areas:

- how much exercise people do
- the importance of family and community
- type of diet

Grammar present simple and present continuous

8 Look at the grammar box. How do you form the present continuous? Then look at the five sentences from the interview. Are they present simple (S) or present continuous (C)?

- | | | |
|--|---|---|
| 1 One man is trying to answer these questions. | S | C |
| 2 He's speaking to us right now on the phone. | S | C |
| 3 Men live to the same age as women. | S | C |
| 4 Every Sunday, the whole family eats a big meal together. | S | C |
| 5 The younger generation is eating more food like burgers and fries. | S | C |

9 Match the present continuous sentences in Exercise 8 with these uses (a–c).

- to talk about something in progress at the moment of speaking
- to talk about something happening around now, but not at the exact moment
- to talk about a trend or a changing situation

PRESENT CONTINUOUS

I'm speaking.
You're/We're/They're speaking.
He's/She's/It's speaking.
I'm not traveling.
You/We/They aren't traveling.
He/She/It isn't traveling.
Am I working?
Are you/we/they working?
Is he/she/it working?

Common time expressions with present continuous:
now, at the moment, currently, these days

For more information and practice, see page 156.

10 Complete the sentences with the present simple or present continuous form of these verbs.

go not / do	play learn	spend
----------------	---------------	-------

- We 're learning a new language at the moment.
- My friends and I often time at each other's houses.
- How often you to the gym?
- I usually eat healthy meals, but I
- More and more old people video games these days. It isn't just young people.

Speaking

11 Write questions. Use the present simple in one question and the present continuous in the other.

- How / usually spend your free time?
How do you usually spend your free time?
 - / you / do / much exercise these days?
Are you doing much exercise these days?
- / often / read novels?

 - / read / any good books at the moment?

- Where / normally go on vacation?

 - Where / plan to go this year?

- / speak / any other languages?

 - / learn / any new languages?

12 Work in pairs. Ask and answer your questions from Exercise 11.

Natural medicine

Reading

- 1 Look at the photo. Where is the woman?
What's around her?
- 2 Read the article. Match the topics (1–3) with the paragraphs in the article (A–C).
 1 how much time we spend outdoors
 2 how doctors use nature as medicine
 3 research by doctors
- 3 Read the article again. In pairs, answer the questions using full sentences.
 - 1 What do most people think about nature?
They think it's good for you.
 - 2 After the math test, where did one of the groups go to look at nature?
 - 3 What are some doctors telling patients to do in Scotland?
 - 4 What does the Japanese word *shinrin-yoku* mean?
 - 5 In South Korea, what is the "National Forest Plan"?

Word focus *feel*

- 4 Look at the three phrases with *feel* (1–3) from paragraph A. Match them with the uses (a–c).
 - 1 How do you feel about ... ?
 - 2 ... do you feel like going ... ?
 - 3 ... do you feel better when you ... ?
 - a to talk about your emotions or health
 - b to talk about wanting to do something
 - c to talk about an opinion
- 5 Complete the questions with these words.

better	like	that
--------	------	------

 - 1 What do you usually feel doing after a day at school or work?
 - 2 Do you feel nature is good for us? Why or why not?
 - 3 After a difficult day, what makes you feel in the evening?
- 6 Work in pairs. Take turns asking and answering the questions from Exercise 5.

A: *What do you usually feel like doing after a day at school or work?*

B: *Going for a run in my local park and then eating dinner. Sometimes I go out and meet friends.*

Critical thinking giving examples

- 7 When writers make a statement in an article, they often support it with examples. Look at these sentences. Which sentence has the main idea (M)? Which sentences give examples (E)?
 - 1 For example, the typical office worker spends about fifteen minutes outside during the day.
 - 2 Humans are spending much less time outside.
 - 3 And in countries such as the U.S., only 10% of teenagers spend any time enjoying the fresh air.
- 8 Read paragraphs B and C of the article. Find the main idea in each paragraph and some examples for each idea. Underline the phrases for giving examples.
For example, the typical office worker spends about 15 minutes outside during the day.
- 9 Complete the sentences in your own words. Use examples from your own life. Then tell your partner.
 - 1 I relax in my free time in different ways. For example, ...
 - 2 My hometown has some places with trees and nature, such as ...
 - 3 There are some beautiful national parks in my country. A good example is ...

Speaking my life

- 10 Imagine your town or city has some money to help people live healthier lives. What should they spend it on? Choose the idea below that you think is best, or think of your own idea.
 - one hundred new trees in town
 - a new park with a children's play area
 - more bike paths across the town
 -
- 11 Work in groups of four. Discuss your ideas, and give reasons and examples. Choose the best idea.
I think bike paths are a great idea because cycling is good for your health and for the environment.
- 12 Present your group's idea to the class. Vote on the best idea.

Nature IS THE BEST MEDICINE

A How do you feel about nature? After spending hours indoors, do you feel like going outside for a walk? Or if you work for hours in an office, do you feel better when you take a break and visit your local park? Most people agree that nature is good for us; it's good for our bodies and good for our brains. However, more and more people are moving away from nature into cities. In 1950, 715 million people (30% of the global population) lived in cities. Today, more than four billion people (over 56% of us) live in cities, and humans are spending much less time outside. For example, the typical office worker spends about fifteen minutes outside during the day. And in countries such as the U.S., only 10% of teenagers spend any time enjoying the fresh air in places like parks.

B As a result, some doctors are studying the connection between nature and health. One good example is from Sweden. There, Dr. Matilda van den Bosch gave a group of people a math test. During the test, their heart rate got faster. After the test, some of the people sat in a 3D-virtual-reality room for fifteen minutes with pictures and sounds of nature. Their heart rates were slower

than the rest of the group. And in Toronto, Canada, researchers studied 31,000 people living in cities. Overall, they found that healthier people lived near parks.

C Because of studies like these, doctors in different countries are recommending nature as a type of medicine. Scotland is one example: some doctors are telling patients to go for walks in their local forest. They found that 74% of patients feel better after this "nature medicine." Japan is another example of a country that has discovered the benefits of spending time outdoors. In more than 60 forest areas, people can enjoy *shinrin-yoku*, meaning "forest bathing." This is when you relax in the forest and watch nature. And in South Korea, the government has a "National Forest Plan" to provide 32 forest areas with educational courses for people with physical and mental health problems. As one doctor said, nature is "as important as diet, and exercise, and healthy sleep."

3D, three-dimensional (adj) /θri:'di:z/, /θri: dai'menʃənəl/ has length, width, and depth

heart rate (n) /hɑ:t reit/ the speed of the human heart (number of heart beats per minute)



I don't feel very well

Vocabulary medical problems

1 Look at the pictures. Match the people (1–8) with their medical problems (a–h).



I have ...

- a a headache.
- b a backache.
- c a runny nose.
- d an earache.
- e a stomachache.
- f a fever.
- g a sore throat.
- h a bad cough.

2 What do you do when you have the problems in Exercise 1? Choose the best solution (1–3) for each problem. Discuss with a partner.

- 1 I go to bed.
- 2 I take medicine or pills.
- 3 I go to the pharmacy or see my doctor.

3 Pronunciation one or two syllables?

a **1.7** Listen to these words. Does each word have one syllable or two? Underline the stressed syllable in the two-syllable words.

ache	cough	ear	earache
headache	stomach	throat	

b **1.7** Listen again and repeat.

Real life talking about illness

4 **1.8** Listen to two conversations. What medical problems does each person (1 and 2) have?

- 1
- 2

5 **1.8** Listen again and write the number of the conversation (1 or 2) next to the medical advice.

- a Take this medicine twice a day. 1
- b Go to bed.
- c Drink hot water with honey and lemon.
- d Take one tablet twice a day.
- e Buy cough drops.

6 Match the beginnings of the sentences with the endings. Use the expressions for talking about illness below to help you.

- 1 Do you have a this medicine.
- 2 You should take b see a doctor?
- 3 It's good for c sore throats.
- 4 Why don't you d a headache?
- 5 I don't feel e well.
- 6 You need to f take these tablets.

TALKING ABOUT ILLNESS

Asking and talking about illness

I don't feel very well.

I feel sick/ill.

Do you feel sick/ill?

Do you have a fever?

How do you feel?

Giving advice

You need to/You should take this medicine.

Why don't you buy some cough drops?

It's good for stomachaches.

Try drinking hot tea.

If you still feel ill, then come back and see me again.

7 Work in pairs.

Student A: You have a medical problem. Choose one of the problems from Exercise 1 and tell Student B about it.

Student B: You are a pharmacist. Ask how Student A feels and give advice.

B: Hello, can I help you?

A: Yes, I have an earache.

B: Hmm. OK. And do you have a temperature as well?

Then change roles and have a new conversation.

Please fill out this form

Writing a form

- 1 Work in pairs. Talk about a form you recently filled out. What kind of information did you write?
- 2 Look at the forms (A and B). What do you think they are for?

A

Title		Current occupation
First name		
Middle initial		
Last name		
Address		
Zip code		Current medications
Gender		
D.O.B.		
No. of dependents		
Country of origin		
First language		

Details of past surgery or operations

B

PLEASE USE CAPITAL LETTERS

Passport no.	Place of birth
<input type="text"/>	<input type="text"/>
Nationality	Marital status
<input type="text"/>	<input type="text"/>
Qualifications (degree, etc.)	
<input type="text"/>	
Have you visited this country before? (If yes, give details)	
<input type="text"/>	
Emergency contact details (e.g., spouse, next of kin)	
<input type="text"/>	

3 Writing skill filling out forms

- a** Match the questions (1–7) with words from the forms in Exercise 2.
- 1 Are you married, single, or divorced? *marital status*
 - 2 Do you take any pills or medicine?
 - 3 How many children do you have?
 - 4 What country were you born in?
 - 5 What city/town were you born in?
 - 6 Who can we call in your family if you need help?
 - 7 What is the first letter of your middle name?
- b** Look at the forms again. Answer the questions. Then check your answers on page 155.
- 1 How many abbreviations can you find in the forms? What do they mean?
D.O.B. = Date of birth
 - 2 Under the heading “Title” on forms, we use the abbreviations *Mr.*, *Mrs.*, *Ms.*, and *Dr.* What do they mean?
 - 3 Which form doesn’t want you to write in lowercase letters?
- 4** Work in pairs. Design a form for new students at a language school.
- List all the information you need to know about the students.
 - Prepare the form on a piece of paper. Write the information you need, and draw spaces for people to enter their information.
- 5** Exchange your form with another pair. Use these questions to check their form.
- Is their form easy to fill out?
 - Do you know what to write in each part?
 - Would you change anything?